DOCUMENT RESUME

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ABSTRACT

The annotated bibliography on Educable Mentally Retarded--Career Education contains approximately 75 abstracts and associated indexing information for documents or journal articles published from 1970 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

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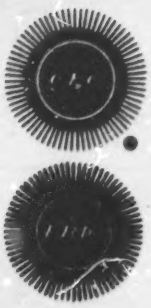

Educable Mentally Retarded-Career Education

A Selective Bibliography

CEC Information Services and Publications
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The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 682

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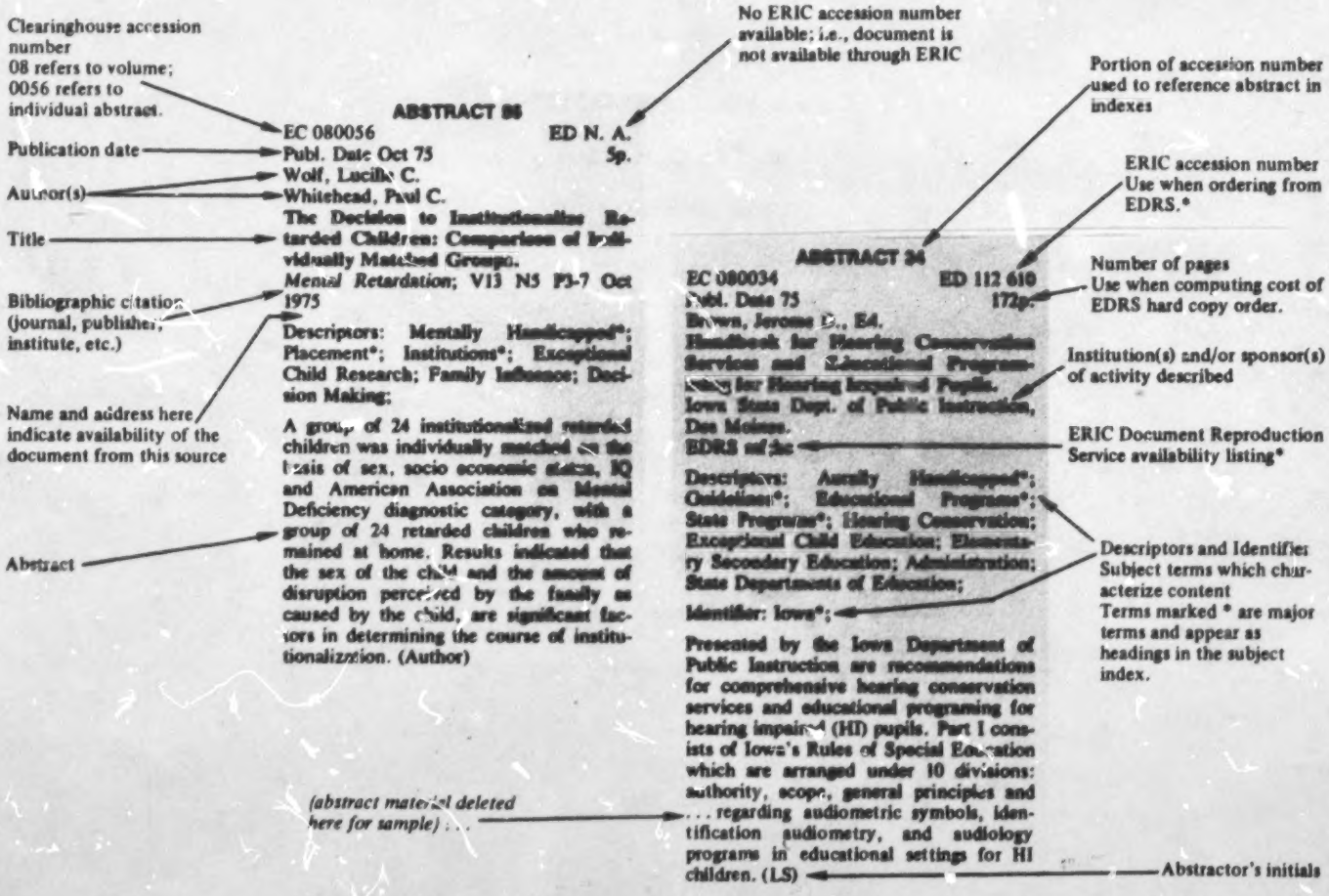
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ABSTRACT 56
EC 080056
ED N. A.
Publication date
Publ. Date Oct 75
5p.
Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
ERIC accession number
Use when ordering from EDRS.*
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Number of pages
Use when computing cost of EDRS hard copy order.
Name and address here indicate availability of the document from this source
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Abstract
ABSTRACT 24
EC 080034
ED 112 610
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf/hc
ERIC Document Reproduction Service availability listing*
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Identifier: Iowa*;
Descriptors and Identifiers Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample) . . .
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is *representative* of journals currently received.

*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901

ACTA Symbolica, University of Akron, Akron, Ohio 44304

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*American Annals of the Deaf, 5034 Wiscon-
**sin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011

**American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*American Journal of Mental Deficiency, 49
**Sheridan Avenue, Albany. New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*American Journal of Orthopsychiatry, 1790
**Broadway, New York, New York 10019

Archives of Otalaryngology, 535 North Dearborn Street, Chicago, Illinois 60610.

Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036

ASHA, 9030 Old Georgetown Road, Washington DC 20014

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403

Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036

Australian Children Limited, Box 91, Brighton 5048, South Australia

*Australian Journal of Mental Retardation,
**P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**Behavior Therapy, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England

British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

*Education and Training of the Mentally
**Retarded, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

*Exceptional Children, 1920 Association
**Drive, Reston, Virginia 22091

*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138

Hearing, 105 Gower Street, London WCIE 6AH, England

*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.
**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, **University of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophrenia, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 5 North **Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, 86 Newman Street, London WIP 4 AR, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London WIN/AA, England

*New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 22005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

**Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

*Slow Learning Child, St. Lucia, Brisbane 4067, Australia

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACTS

ABSTRACT 1152

EC 500 935 ED N.A.
Publ. Date 70 6p.
Spellman, Charles R. And Others
Domestic Work Training of Adolescent Educable Mentally Retarded Girls.
EDRS not available
Teaching Exceptional Children; V2 N2 P67-72 Win 1970

Descriptors: exceptional child education; mentally handicapped; vocational education; homemaking skills; work study programs; student evaluation; educable mentally handicapped; vocational adjustment; work attitudes; adolescents

A work-study program for domestic work training of adolescent educable mentally retarded girls is presented with the following five objectives: to provide supervised training in the development of homemaking skills in a realistic setting, to provide specific training for a realistic occupational goal, to evaluate the students' specific limitations and abilities, to provide work-study opportunities, and to improve the student's ability to behave appropriately in a business setting. The methods of planning, organizing, operating, and evaluating the program are described. (RD)

ABSTRACT 2342

EC 005 328 ED N.A.
Publ. Date Jan 70 3p.
Raybourn, James W.
Industrial Arts for Educable Mentally Retarded Students.
EDRS not available
Journal Of Secondary Education; V45 N1 P24-6 Jan 1970

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; industrial arts; vocational education; special classes

Development of a special industrial arts program for the educable retarded is recommended to remove them from regular classes and provide a program geared to their needs. The curriculum is briefly described through the high school years with teaching suggestions. (RJ)

ABSTRACT 2464

EC 005 448 ED N.A.
Publ. Date Mar 70 8p.
Sluser, Ruth; Mathewson, John
Summer Work-Study for Educable Mentally Retarded Students.
National Association Of Secondary School Principals Bulletin; V54 N344 P48-55 Mar 1970

Descriptors: exceptional child education; summer programs; educable mentally handicapped; work study programs

The summer work study program for educable mentally handicapped high school students is discussed in terms of objectives, selection of participants, placement, classroom work, job descriptions, and evaluation procedures. (MS)

ABSTRACT 3577

EC 006 167 ED 042 310
Publ. Date Jun 70 77p.
Materials for Secondary School Programs for the Educable Mentally Retarded Adolescent.
New England Materials Instruction Center, Boston, Massachusetts
Boston University, Massachusetts, School Of Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; work study programs; instructional materials; bibliographies; educable mentally handicapped; adolescents; resource materials; curriculum guides; audiovisual aids

Compiled are materials related to work study programs for the educable mentally handicapped adolescent. Items listed include professional books, textbooks, resource aids, journals and articles, curriculum guides, instructional materials, and audiovisual aids. The materials are grouped according to academic areas (mathematics, science, social studies, English, reading), vocational education (general, industrial arts, home economics, jobs, trades), and social skills (general, safety, driving, recreation, home care, health, social adjustment). Also included are sections on supplementary audiovisual materials, tests, and professional books. Some materials are breifly annotated; detailed descriptions of the others are available from the retrieval filing system at New England Materials Instruction Center. (KW)

ABSTRACT 63

EC 03 0063 ED N.A.
Publ. Date 70 226p.
Kolstoe, Oliver P.
Teaching Educable Mentally Retarded Children.
EDRS not available
Holt, Rinehart And Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($5.95).

Descriptors: exceptional child education; mentally handicapped; teaching methods; educable mentally handicapped; instructional materials; educational objectives; communication skills; curriculum; interpersonal competence; psychomotor skills; recreation; vocational education; prevocational education

Combining a neurophysiological theory and a behavioral theory to conceptualize mental retardation, the author presents methods and materials for specific behavior outcomes resulting in adults who can work and live independently. Information is provided on the learner, objectives, and organization. Methods, materials, and specific outcomes for communication skills, arithmetic skills, social competencies, motor skills and recreation, esthetics, and vocational competencies are presented. Suggested units and materials are outlined for preprimary, primary, intermediate, prevocational, and vocational levels. Behaviors at each level are built upon behaviors of the preceding level. The appendix lists instructional outcomes for each skill area and level. (MS)

ABSTRACT 601

EC 03 0601 ED 044 843
Publ. Date 70 46p.
White, Herman K., Ed. And Others
Cooperative Program (Educable Mentally Retarded).
Mississippi State Department Of Education, Jackson, Division Of Instruction
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; secondary school students; curriculum guides; cooperative programs; vocational education; Mississippi

Designed for the educable mentally handicapped youth at the secondary level, the cooperative vocational rehabilitation-special education plan in Mississippi is presented. Objectives, activities, and materials are suggested in the areas of vocational training, arithmetic, language arts, social studies, health and safety, recreation, physical education, arts and crafts, and music. Related bibliographies are provided. (RD)

ABSTRACT 1024

EC 03 1024 ED 044 039
Publ. Date Aug 70 54p.
Knutson, Jack M.; Prochnow, Robert R.
Computer Assisted Instruction for Vocational Rehabilitation of the Mentally Retarded.
Texas University, Austin, College Of Education
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research, educable mentally handicapped; vocational rehabilitation; computer assisted instruction; mentally handicapped; program descriptions; program design; research reviews (publications)

A detailed description of the conception, development, and results of a 2 year project designed to teach the educable mentally handicapped student a set of useful, generalized skills using a computer assisted instruction (CAI) system is presented. Background information on the problem of vocational rehabilitation of the mentally handicapped, present costs, and recent research in the development of better instructional techniques are discussed. Course development, production of a CAI program, developmental testing on the system, pretest, and administration of the instructional materials are presented. Of the 21 students who completed the course, the researchers felt the majority showed an improvement in change-making skills. The CAI is felt to be effective in teaching a set of specified skills to the mentally handicapped student. A detailed example of the logic and instruction in the change-making module is included. (CD)

ABSTRACT 1364

EC 03 1364 ED N.A.
Publ. Date 71 5p.
Frank, Alan R. And Others
Developing a Work Skills Inventory.

EDRS not available
Teaching Exceptional Children; V3 N2 P82-6 Win 1971

Descriptors: exceptional child education; educable mentally handicapped; skill analysis; vocational aptitude; social adjustment; secondary school students

The article suggests techniques for developing and using an inventory to evaluate the individual work-related skills of students. A sample inventory demonstrating the approach appropriate for evaluating skills related to successful community adjustment of secondary level educable mentally retarded students is presented. The utility of the inventory as a self-evaluation tool for the student and as a planning aid for the teacher is noted. (KW)

ABSTRACT 1603

EC 03 1603 ED 047 461
Publ. Date Aug 70 109p.
Vocational Education-Special Education: A Curriculum Guide for Teachers of Home Economics and Educable Mentally Retarded, Grades 7-12.
Michigan State Department Of Education, Lansing, Division Of Vocational Education
EDRS mf,hc
Proceedings Of A Vocational Education-Special Education Institute (Lansing, Michigan, June 15-19, 1970).

Descriptors: exceptional child education; educable mentally handicapped; home economics; curriculum guides; vocational education; secondary education; self care skills; family life education; social development

Resulting from the Vocational Education-Special Education Institute (a teachers' workshop held in Lansing, Michigan, June 15-19, 1970), the curriculum guide contains the purpose, philosophy, and objectives of the Institute. The following five curriculum areas are presented in color-coded sections designed for teachers of home economics and educable mentally handicapped students: social behavior and self care skills, food instruction, clothing, family relations, and housing information. Objectives, resource materials, desired concepts and attitudes, and teaching suggestions are noted for each area. (RD)

ABSTRACT 2085

EC 03 2085 ED N.A.
Publ. Date Apr 71 4p.
Hrubi, Joseph R.
Classroom Techniques: Work Stations for Job-Related Skills.
EDRS not available
Education and Training of the Mentally Retarded; V6 N2 P70-3 Apr 1971

Descriptors: exceptional child education; educable mentally handicapped; vocational education; vocational schools; employment opportunities; mentally handicapped; Massachusetts

Described is the program of the Occupational Opportunity School of the Somerville, Massachusetts, Public Schools, which trains educable mentally retarded youth for various occupations. The program includes diagnostic study and evaluation, occupational training, and job placement. Staffing, funding certain classes, and opportunities for employment are briefly explained. (KW)

ABSTRACT 2426

EC 03 2426 ED 050 541
Publ. Date May 71 115p.
Mattson, Bruce D. and Others
Preparing the Mentally Retarded in the Areas of Food Preparation and Service.
Texas Tech University, Lubbock, Department of Special Education
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; vocational education; food service workers; program design; program proposals; curriculum design; mentally handicapped

The report of a project for planning a training program for the mentally retarded in the areas of food preparation and service summarizes activities of the planning project and makes recommendations for possible implementation. The training program is designed for educable mentally retarded youth who would benefit from specific vocational education programs at the high school level. The need for this training program and employment projections are presented. Aspects of the training program which are discussed and for which recommendations are made include staffing needs (qualifications, sources of personnel, teacher/student ratio), student selection criteria and procedures, the training setting and equipment needed, and areas of specialization to be emphasized. Behavioral objectives and curriculum content recommendations are made, including suggested teaching units, objectives, training activities and resources, and evaluation techniques for 10 specific curriculum areas. Also covered are possible relationships with other school programs and personnel, and with rehabilitation agencies and trade organizations. A suggested budget, totaling $44,250, for the initial year of a demonstration project for training mentally retarded students according to these plans and recommendations is included. (KW)

ABSTRACT 2716

EC 03 2716 ED 046 041
Publ. Date Jan 71 47p.
Beedy, Vernon and Others
A Prevocational and Social Adjustment Program for Educable Retarded Adolescents: A Pilot Project.
Curative Workshop of Milwaukee, Wisconsin
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; prevocational education; social adjustment; demonstration projects; vocational education; mentally handicapped; program descriptions; Wisconsin

The primary objective of the pilot project described was to offer a program of vocationally-oriented enrichment activities to educable mentally retarded (EMR) adolescents experiencing retardation in the following developmental areas: educational, mental, social, and vocational. The prevocational and social adjustment program was conducted at the Curative Workshop of Milwaukee (Wisconsin) during July and August, 1970, and enrolled a total of 11 clients, ages 16-20 years, all of whom had attended work experience training prior to the project. Detailed are objectives and activities in three major program areas: vocational, educational, and social adjustment. Six specific teaching units are summarized. Information is provided on parents' attitudes, vocational goals for their children, and evaluation of the program, as well as client and staff evaluations of the program. (KW)

ABSTRACT 127

EC 04 0127 ED N.A.
Publ. Date 71 6p.
Underwood, T. Lon
A Vocationally Oriented Token Reinforcement Program.
EDRS not available
Pointer; V16 N1 P53-7 Fall 1971

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; program descriptions; vocational education; behavior change; operant conditioning; reinforcement; adolescents

Presented is a program description of a vocationally oriented token reinforcement program. The program objective is defined to be acquaintance of educable mentally retarded adolescents with practical job experience. Teaching methods used are said to center on a behavior modification framework. Discussed are the following program goals: attendance, appearance, stock, leadership, promptness and continues work, initiative, and bonus and conduct. Also explained are the check-mark pay system with a sample grading sheet included, class structure, positive generalized reinforcement, negative reinforcement, and deprivation. (CB)

ABSTRACT 511

EC 04 0511 ED N.A.
Publ. Date 71 135p.
Viggiani, James C.
Industrial Arts for the Educationally Handicapped.
EDRS not available
Mafex Associates, Inc., 111 Barron Avenue, Johnstown, Pennsylvania 15906.

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; learning disabilities; disadvantaged youth; slow learners; industrial arts; history; program descriptions; guidelines; elementary education; secondary education

Described are industrial arts for the educationally handicapped, who are students identified by the author as persons unable to profit from a general education program. The role of industrial arts in

the school program is first discussed in terms of its early and present history, its relationship to general and vocational education, and its current and future trends. The applicability of industrial arts programs is then explained for the slow learner, the educable and trainable mentally handicapped, the student with a learning disability, and the disadvantaged. General objectives of an industrial arts program for educationally handicapped students are mentioned. Two suggested programs include the mass production approach and the junior achievement approach, which is an out-of-school experience. Appended are: reproduction of a school district's comprehensive program in industrial arts education; suggested projects for initiating an industrial arts program at primary, intermediate, and secondary levels; consumer education information; information and suggested projects for starting an industrial arts program in the elementary school; suggested home mechanics course outline for secondary schools; suggested projects for starting an industrial arts program in schools for the educationally handicapped; selected readings; and an annotated bibliography on elementary industrial arts. (CB)

ABSTRACT 684

EC 04 0684 ED 057 517
Publ. Date 71 10p.
Gary, A. L.
Comprehensive Vocational Programs for Handicapped Students.
Hamilton County Department of Education, Chattanooga, Tennessee
Council for Exceptional Children, Arlington, Virginia
EDRS mf,hc
Paper Presented at the Special Conference on Emerging Models of Special Education for Sparsely Populated Areas (Memphis, Tennessee, December 3, 1971).

Descriptors: exceptional child education; handicapped children; mentally handicapped; vocational education; guidelines; educable mentally handicapped; program development

Discussed are guidelines for vocational program development for handicapped students. The author rejects the norm-referenced system that compares individual performance to group performance and advocates the criterion-referenced system that is based upon mastery of specific skills. A vocational program's effectiveness is then related to five considerations: individual differences, which the author states are not accounted for in norm-referenced tests; instructional objectives, which are said to communicate teacher expectancies to the learner; test construction, which the author states needs to stem from the instructional objectives; remediation, which can follow a student's incomplete mastery of a skill without traditional failure; and social consequences, which are said to be fostered by criterion-referenced systems. A joint vocational/academic program is then described that incorporates the discussed format. The students are designated as educable mentally handicapped and are participating in the vocational educational program that has the terminal goal of job placement. The students eventually are placed in local businesses and may return to vocational school for additional training. Results indicate that the program is effective. (CB)

ABSTRACT 821

EC 04 0821 ED 057 541
Publ. Date 71 134p.
Campbell, L. Wayne and Others
Work-Study Handbook for Educable Mentally Retarded Minors Enrolled in High School Programs in California Public Schools.
California State Department of Education, Sacramento. Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; work study programs; vocational education; mentally handicapped; secondary school students; guidelines; state standards; program development; administrative organization; educational programs; California

The handbook on work-study programs for educable mentally retarded (EMR) students in California public schools explains the nature and scope of educational-vocational programs. Information and guidelines offered are intended to help schools prepare EMR students more effectively and realistically for work, constructive citizenship, and active community participation. Educational and occupational needs of the students are identified and curricular patterns and sequences, including program objectives, in a work-study program are discussed. Suggestions are made for the administrative structure of the school district in conducting work-study operations. Responsibilities of both the district and the community in providing services are identified. Also discussed are job-simulation centers and areas of skill training, work-station selection and steps in job training, and the placement process. Relevant state legislation, graphic illustrations of job-simulation centers, forms, and other information are appended. (KW)

ABSTRACT 4

EC 05 0004 ED N.A.
Publ. Date Oct 72 7p.
Burke, Donald A.; Sellin, Donald F.
Measuring the Self Concept of Ability As a Worker.
EDRS not available
Exceptional Children; V39 N2 P126-32 Oct 1972

Descriptors: exceptional child education; educable mentally handicapped; self concept; vocational aptitude; rating scales; mentally handicapped; measurement; employment potential; ability identification

The relationship of self concept of ability to performance is discussed, and the need for a measurement device for the self concept of work ability of educable mentally retarded adolescents is identified. A scale described in the article employs an interview technique and is intended to be used by teachers and vocational workers. Statistical evidence concerning reliability and internal consistency were provided. The scale is offered for both research and program evaluation as well as client centered diagnostic purposes. (For a copy of the scale, see EC 050 007.) (Author)

ABSTRACT 7

EC 05 0007 ED N.A.
Publ. Date Oct 72 7p.
Burke, Donald A.; Sellin, Donald F.
Self Concept of Ability As a Worker Scale.
EDRS not available
Exceptional Children; V39 N2 P145-51 Oct 1972

Descriptors: exceptional child education; educable mentally handicapped; self concept; vocational aptitude; rating scales; mentally handicapped; ability identification

Presented is a copy of the self concept of ability as a worker scale, designed for use as an aid in teaching and counseling the educable retarded adolescent. The scale is explained to be used for purposes of indicating the kind of classroom activities which should be devised to support the student as he prepares himself to enter the world of work, the kind of job that needs to be selected given the perceived ability of the student, and the amount of supervision the student will need when placed on the job. The scale employs an interview technique and is organized into six sections concerning general questions to enable the interviewer to determine the extent to which the subject is able to respond to the type of questions asked in the scale itself, significant others, and self concept of ability as a worker as viewed in general, and by parents, friend, and teacher. The scale contains 31 questions all together. (For a discussion of the scale, see EC 050 004.) (Author/CB)

ABSTRACT 167

EC 05 0167 ED 069 084
Publ. Date 71 60p.
Curriculum Guide in Occupational Preparation for the Disadvantaged and Handicapped.
Florida State Department of Education, Tallahassee. Division of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; vocational education; prevocational education; curriculum guides; handicapped children; class activities; behavioral objectives; mentally handicapped; work attitudes

The curriculum guide is intended to prepare disadvantaged and handicapped, primarily educable mentally retarded, students for holding productive jobs. Emphasis is on developing in students the values and attitudes that are basic to the success of any worker. The guide is

divided into five sections: pre-primary, primary, intermediate, junior high, and senior high. Given for each level are student characteristics, desired outcomes or goals stated in terms of observable and measurable behavior, behavioral objectives, and suggested learning activities. At the pre-primary and primary levels, development of proper attitudes, behavior, work habits, and skills is stressed. At intermediate and junior high levels, suggestions are made for using the classroom and school as a vocational learning laboratory (practice of vocational-related skills in class and application in specified work areas within the physical plant of the school). At the senior high level, emphasis is upon social requirements of young adulthood and supervised community work experiences. (KW)

ABSTRACT 554

EC 05 0554 ED N.A.
Publ. Date Apr 72 4p.
Betterman, Gene
A New Venture in Vocational Habilitation for the Educable Mentally Retarded.
EDRS not available
Education and Training of the Mentally Retarded; V7 N2 P88-91 Apr 1972

Descriptors: exceptional child education; educable mentally handicapped; vocational education; on the job training; program descriptions; mentally handicapped; adolescents; young adults

Described is a vocational education project in which a service station was opened to provide on the job work experience for educable mentally retarded males aged 16 to 21 years. Initial difficulties with financing, leasing, and managing the project are discussed. It is said that the station provided an opportunity for training in specific skills, an environment for developing discipline in work habits and temperament, and an opportunity for concrete evaluation of individual work skills. (GW)

ABSTRACT 565

EC 05 0565 ED N.A.
Publ. Date Jul 72 8p.
Peach, Walter
Evaluation and Planning for the Secondary Educable Mentally Retarded: One Method and Analysis.
EDRS not available
Slow Learning Child; V19 N2 P109-16 Jul 1972

Descriptors: exceptional child education; educable mentally handicapped; vocational interests; job skills; interest tests; mentally handicapped; secondary school students; educational objectives

Described are the Vocational Interest and Sophistication Assessment (VISA) and the Vocational Information and Training Assessment (VITA), two tools used in evaluating specific job knowledge and interest of secondary educable mentally retarded students. VISA uses pictures in assessing the student's vocational information, sophistication and interest in various semiskilled and unskilled jobs for both males and females. VITA, using the VISA stimulus cards, is also a non-reading inventory. Its purpose is to provide specific data for the development of instructional objectives for use in training programs. Items in VITA fall into the same VISA job categories but require responses related to knowledge of specific job skills. It is recommended to first administer VISA as an initial evaluatory tool to define areas of general vocational knowledge and interest, followed by VITA to determine specific instructional objectives related to knowledge and training needed for semiskilled and unskilled jobs. (KW)

ABSTRACT 741

EC 05 0741 ED N.A.
Publ. Date Jan-Feb 3p.
Cronin, John H.; Schmidt, Jon
Practical Principle in Action!
EDRS not available
Journal of Rehabilitation; V39 N1 P36-37, 49 Jan-Feb 1973

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; adolescents; senior high school students; vocational education; vocational adjustment; residential programs; work stud, programs

Described is a public school program which combines work-study and live-in principles to improve the employability and job stability of the mentally handicapped. Handicapped students in their junior year of high school are reported to spend 6 months living in a suburban residence where they are responsible for all operational and administrative functions of the home. Other aspects of the program include a half day work program for juniors and full time on the job training for seniors who return to the classroom for a weekly seminar. (DB)

ABSTRACT 1113

EC 05 1113 ED N.A.
Publ. Date Spr 73 3p.
Retzlaff, Walter F.
Project Worker: Videotaping Work Stations in Industry.
Teaching Exceptional Children; V5 N3 P135-7 Spr 73

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; learning disabilities; physically handicapped; adolescents; young adults; vocational education; educational programs; program descriptions; instructional media; video tape recordings; tape recordings

Described is Project Worker, a program which uses audiotapes and videotapes (showing work stations in various industries) in classrooms to improve the vocational skills of educable mentally retarded, educationally handicapped, or orthopedically handicapped students (14- to 19-years-old). It is reported that there has been a significant gain in salary rates and a significant decrease in employee absentee rates for program participants since multimedia training in vocational skills was initiated. (GW)

ABSTRACT 1117

EC 05 1117 ED N.A.
Publ. Date Spr 73 2p.
Gray, Aaron G.
The Mini-Shop Approach in Career Education.
Teaching Exceptional Children; V5 N3 P145-6 Spr 73

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; secondary school students; prevocational education; career education; work study programs; program descriptions; workshops

Described is a fully departmentalized prevocational work study program for educable mentally handicapped high school students which includes the following phases: prevocational and academic instructional programing; mini-shop instruction, work, and evaluation; and supervised work training experience for sophomores within the high school. Student participation in the mini-shops involves such activities as providing clerical services, manufacturing products, and videotaping simulated job interviews. It is said that the mini-shops provide faculty an opportunity to observe and record data on student work behaviors and to institute modification of behaviors requiring change. (GW)

ABSTRACT 1275

EC 05 1275 ED N.A.
Publ. Date Win 73 4p.
Gardner, David C.; Gardner, Paula L.
Ten Suggestions for an Effective EMR Occupation Program.
EDRS not available
Journal for Special Educators of the Mentally Retarded; V9 N2 P90-3 Win 1973

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; secondary school students; vocational education; program descriptions; program effectiveness

Described is an occupational educational program for educable mentally retarded (EMR) secondary school students, and offered are 10 suggestions for an effective program. Highlighted are faculty and community committees, EMR's in regular classes and occupational programs, job supervision and the tutorial program. Among the 10 suggestions are the importance of convincing the faculty, employer, and students of positive abilities and skills possessed by EMR students. (DB)

ABSTRACT 1305

EC 05 1305 ED 073 594
Publ. Date 70 34p.
Beliveau, Joseph E.
A Pilot Program, Occupational Education for Students with Special Needs.
New Jersey State Department of Education, Trenton. Division of Vocational Education
Union Township Board of Education, N. J.
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; educable mentally handicapped; preyocational education; job skills; mentally handicapped; educational programs; program descriptions; work attitudes

Described is the Occupational Conditioning Center Program, a vocational education program in which moderately to severely retarded persons are taught proper work attitudes and basic industrial skills. Program goals are said to include: exposing students to simulated work situations, giving students an opportunity to work in cooperation with others, teaching fundamentals of personal and collective safety in a simulated work situation, and providing staff with adequate opportunities to evaluate students' potential for future skill training and employment. Means for implementing program goals are described: regulating the day's activities by an industrial time clock; developing an educational prescription for each student; using simple assembly lines as work task situations; drilling students in safety skills, such as use of the fire extinguisher; and using audio-visual aids to teach students a basic vocational vocabulary. Procedures for referring students to sheltered workshop or competitive employment situations are explained. Review of the program's first year is thought to show that pre-employment training has resulted in a smoother and more successful transition into the working force for the program's 20 trainable or educable mentally handicapped students. (GW)

ABSTRACT 1364

EC 05 1364 ED N.A.
Publ. Date Jan-Feb 5p.
Durbin, Louise
New Horizons for the Mentally Handicapped.
EDRS not available
Children Today; V2 N1 P17-21 Jan-Feb 1973

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; adolescents; young adults; vocational rehabilitation; outdoor education; biology; financial support

Described is a program of horticultural training for 65 to 70 educable mentally handicapped young people aged 15 years or older. A small weekly pay dependent on attendance record and effort is said to serve as a work incentive. The vocational training program includes greenhouse, nursery, landscaping, and ground maintenance work. Also included in the program are instruction in basic academic skills and practical training in areas such as making change and safety. Funding of the program is reported to be through the state government, an allocation from the United Givers Fund, and local civic groups. The three phases of the training program include a 4 week evaluation period, a 16 week period of personal vocational adjustment, and a longer variable period of specific job training. It is reported that 20 to 30 trainees gain employment in the community each year. (DB)

ABSTRACT 1394

EC 05 1394 ED 073 605
Publ. Date 72 37p.
New, Frank E.
Guidelines Work-Study Phase of E.M.R. Programs.
Ohio State Dept. of Education, Columbus. Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; work study programs; program planning; program development; mentally handicapped; secondary school students; guidelines; administrator role; educational objectives; job placement; vocational education; Ohio

Guidelines are derived from analysis of the program policies and practices employed by administrators and coordinators of work study programs for educable mentally retarded high school students in Ohio. Described are different phases of work experience programs which allow students to explore possible vocational choices, to be trained in a particular area, and to prepare for the adult working world through workshop or community placement. Initiation of successful programs is said to involve interpreting work study programs to administrators, school staff, students, parents, and the community. Also stressed are the importance of in-school work experience; the identification of in-school and community work stations; assessing vocational readiness; community work study; developing an advisory committee of local businessmen, community leaders, and civic organization representatives; and utilizing services of community agencies. The role of the work study coordinator is discussed in relation to various responsibilities, including locating and screening potential work placement stations, evaluating and assisting students, initiating followup studies of program graduates, and functioning as a liaison between the school and community agencies. Instructional objectives are identified for primary, intermediate, junior high, and senior high levels. Administrative guidelines are presented for the following areas: program development, administrative involvement, criteria for selection of program coordinator, funding, extended summer services, and cooperation among programs. (GW)

ABSTRACT 1465

EC 05 1465 ED 074 664
Publ. Date Sep 72 182p.
Contrucci, Victor J., Ed. and Others
Learning to Earn a Living: A Resource Guide for Implementation of the State Curriculum for the Educable Mentally Retarded.
Wisconsin State Dept. of Education, Madison. Division for Handicapped Children
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-59149-72

Descriptors: exceptional child education; educable mentally handicapped; prevocational education; resource guides; class activities; mentally handicapped; elementary school students; secondary school students; guidelines; lesson plans

The resource guide provides a selection of approximately 50 teaching units on prevocational concepts and skills for use with educable mentally handicapped children at the primary, intermediate, and secondary levels. Stressed at each level are training for a job, choosing and getting a job, and working on the job. Teaching units are organized into behavioral objectives, activities, annotated resource materials, and evaluation. Fourteen units at the primary level cover topics such as the farmer's work, why people work or don't work, jobs of the family, school as an occupation, and responsibilities of the worker. Among the specific activities of the 12 teaching units at the intermediate level are pantomiming jobs, discussing sources of family income, and reading newspaper ads. A survey of local job opportunities, a study of services and agencies that assist in job finding, and a consideration of employee-employer relationships and wages are among the activities of the 26 teaching units at the secondary level. A bibliography lists approxiamtely 150 books and 330 films or filmstrips, 60 other audiovisual materials, and 40 tests and evaluations. Entries often include an evaluative annotation as well as information regarding title, author, source, and cost. (DB)

ABSTRACT 1590

EC 05 1590 ED 074 670
Publ. Date 73 49p.
Management System for EMR Work Study Program.
Columbia County School Board, Lake City, Fla. Exceptional Child Education Department
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; computer programs; work study programs; behavioral objectives; mentally handicapped; information systems; course objectives; evaluation; rating scales; vocational education; home economics; Daily Living Skills

A computerized information management system involving the specification of objectives, the coding of teacher evaluations of students, and a variety of possible outputs has been used in a work study program for educable mentally retarded adolescents. Instructional objectives are specified and coded by number and category. Evaluation is by means of a six-point rating scale. Four types of reports can be generated by the system such as reports indicating student deficiencies and gains. The major portion of the document consists of a listing of nine to 23 objectives for each of the following instructional areas: applying for a job (prevocation skills), child care, household cleaning, motel maid, wardrobe care, food preparation, care of the invalid and infirm, service station attendant, mechanics assistant-small engine maintenance, communication skills, reading skills, numerical skills, social skills, banking and insurance, personal health and grooming, personal leisure time activities, personal swimming skills, cooking for boys, repairing household appliances, family living-consumer education, general citizenship, and voting, taxes, and social security. Sample computer

reports, data cards, and teacher evaluation forms are included. (DB)

ABSTRACT 1636

EC 05 1636 ED N.A.
Publ. Date Apr 73 3p.
Titus, Robert W.; Travis, John T.
Follow-Up of EMR Program Graduates.
Mental Retardation; V11 N2 P24-6 Apr 73

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; senior high school students; followup studies; high school graduates; prevocational education; work experience programs; state programs; cooperative programs

Described is a comprehensive prevocational services program for educable mentally handicapped high school students sponsored jointly by an area department of special education and a state division of vocational rehabilitation. Stated as overall objectives are self-realization, appropriate human relationships, and economic efficiency. Said to be flexible yet structured, the 4 to 5 year curriculum, with departmental status in the high school, intertwines actual work experience, academic learning, field trips, and parental support. Outlined are five levels of courses and sequential work experiences ranging from in-school work activities to full-time placement. Offered are results of a profile of 38 graduates which show that all but one (she cares for her invalid mother) are employed, earn from $1.40 to $3.45 per hour, and receive fringe benefits; that most females serve as institutional aides, cafeteria workers, housekeeper, or clerks; that 57% are still employed by their first employers; and that males change jobs more frequently than females to better their position. Also presented are student, parental, and employer assessments on the basis of which the program has been amended. (MC)

ABSTRACT 1815

EC 05 1815 ED N.A.
Publ. Date May 73 6p.
Brolin, Donn
Career Education Needs of Secondary Educable Students.
Exceptional Children; V39 N8 P619-24 May 73

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; secondary school students; questionnaires; vocational education; manpower needs

A questionnaire was sent to 30 administrators and 251 secondary level teachers of the educable mentally retarded (EMR) in order to identify the needs of EMR students and the competencies teachers must have to meet students' needs. Results showed a greater emphasis is needed on preparing secondary EMR teachers with knowledge and skills for vocational rehabilitation and education. Many teachers indicated that increased involvement of other school and out-of-school personnel is needed to meet the EMR student's personal and vocational needs. A need for a prevocational coordinator was expressed. (DB)

ABSTRACT 1880

EC 0[illegible] 1880 ED 077 158
Publ. Date 1 Apr 73 15p.
Performance Objectives for Educable Mentally Handicapped (K-12).
Cooperative Educational Services, Phoenix, Arizona
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; behavioral objectives; daily living skills; mentally handicapped; elementary school children; high school students; vocational education; interpersonal competence; communication skills

Performance objectives related to occupational, social, communication, and daily living skills are specified for educable mentally handicapped students in kindergarten through twelfth grade. Each skill area is broken down into four to seven component parts, such as job readiness, home and family, social studies, and health habits. In turn, each component part contains four to eight activites such as the following: the acquisition of good work habits, the identification and location of employment facilities, and the solution of problems pertinent to employment; a knowledge of relationships, one's own and others' roles, and the living scheme in the family; implementation of social studies concepts in decision making in human affairs, development of commitment to values in a free society, and knowledge of city and state geography; and the ability to wash regularly without assistance, to choose appropriate foods, to exercise regularly, and to cope with emotional feelings. (MC)

ABSTRACT 1944

EC 05 1944 ED N.A.
Publ. Date Feb 73 6p.
Brolin, Donn
Vocational Evaluation: Special Education's Responsibility.
Education and Training of the Mentally Retarded; V8 N1 P12-7 Feb 73

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; adolescents; young adults; vocational education; evaluation methods; school role; models; conceptual schemes

Many educable mentally retarded persons continue to lead a marginal life after school despite adequate potential. Schools can and should provide vocationally oriented programs to eliminate the barriers encountered by the mentally retarded after they leave school. Components of vocational evaluation programs in the school might include clinical, medical, social, educational, and psychological assessment; work evaluation involving standardized testing, work and job samples, and situational assessment; the use of work adjustment techniques such as simulated work experience and behavior modification; and on the job tryouts. The Minnesota Theory of Work Adjustment which states that work adjustment depends on correspondence between the individual work personality and the work environment is a model which could be applied to a vocational evaluation program. (Author/DB)

ABSTRACT 2194

EC 05 2194 ED 078 638
Publ. Date 73 24p.
Exceptional Children Conference Papers: Career Education.
Council for Exceptional Children, Reston, Va.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Papers Presented at the Annual International CEC Convention (51st, Dallas, Texas, April 22-27, 1973).

Descriptors: exceptional child education; vocational education; work study programs; program descriptions; program development; handicapped children; educable mentally handicapped; job placement; conference reports

Two conference reports focus on career education programs for handicapped high school students. Described is a work study program for educable mentally retarded (EMR) senior high students with goals such as decreasing the incidence of school dropouts, improving basic work skills, teaching positive work attitudes, teaching money and time management skills, and improving self concepts. Components of the model program are reported to include a fulltime work study coordinator, prevocational and occupational orientation, inservice training for teachers, selective job placement and supervision, and career training via educational and community agencies. The second paper offers guidelines for the design of programs in career development for secondary handicapped children. Said to be required for program development are adequate funds, facilities, community support, instruction, and evaluation procedures. A suggested high school work study curriculum is outlined which correlates work experience with the meeting of academic and vocational objectives. Listed are approximately 120 jobs held by special students in one school system. Job titles and descriptions are given for 37 jobs. (DB)

ABSTRACT 2199

EC 05 2199 ED 079 881
Publ. Date Jul 72 170p.
Ransom, Nina and Others
A Curriculum Guide for Teachers of Educable Mentally Handicapped.
Brevard County School Board, Cocoa, Fla.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; school districts; mentally handicapped; course objectives; communication skills; social development; music, money management; language development; science; health; vocational education; program planning; books; instructional materials; Brevard County, Florida

Presented in the curriculum guide for teachers of mentally retarded (EMR) children in Brevard County, Florida, are preprimary, primary, intermediate, junior high school, and occupational training programs. Listed for preprimary level are skills objectives and suggested activities for such areas as auditory discrimination, constancy, and tactual kinesthetics. Given for the primary level are skills objectives and activities to develop communication (such as watching, listening, reading, or working with numbers), and social competencies (pertaining to home, school, health, cultural heritage, science, art, and music). Intermediate level objectives and activities suggested are expanded from primary level to include time, money, and mathematics in the area of communication, and more complexity in social competencies; and included are sample lesson plans for writing, spelling, or money management, and sample units for social studies, science, and primary level. Provided for junior high level are guides for language development, social studies, science, health, safety, and vocational preparation. Given for the three year occupational training program (which includes academic and prevocational work, school employment, and full time employment), are guides for academic instruction, occupational readiness, and specific skill building (such as auto mechanics, building trades, or home economics). Also described are program planning techniques (individualizing students' programs, making referrals, ordering materials and arranging field trips); and procedures for obtaining vocational rehabilitation services. Listed for each level are instructional materials, with sources. (MC)

ABSTRACT 2511

EC 05 2511 ED N.A.
Publ. Date Aug 73 5p.
Salomone, Paul R. and Others
Occupational Exploration Practices: A Pilot Study to Increase the Vocational Sophistication of Slow Learners.
Mental Retardation; V11 N4 P3-7 Aug 73

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; adolescents; young adults; vocational education; field trips

The research investigated the relative effectiveness of two different occupational exploration procedures which were used to increase the vocational sophistication of 40 slow learners between 16 and 21 years of age with IQ's between 50 and 80. One group of students were taken on four field trips to local industries and businesses while another group attended four lectures given by business and industry representatives. The Vocational Interest and Sophistication Assessment Inventory was individually administered to subjects before and after treatment. The groups of adolescents which had new occupational exploration experiences made greater vocational sophistication gains than control groups which had no comparable experiences. (Author/DB)

ABSTRACT 2548

EC 05 2548 ED 082 391
Publ. Date 73 99p.
Picago, Stanley T. and Others
Career Development-Special Education. Volume I: Primary/Intermediate Edition K-6.
Eau Claire Joint School District 5, Wisconsin
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-72-0291

Descriptors: exceptional child education; educable mentally handicapped; elementary school students; curriculum guides; career education; mentally handicapped; concept formation; class activities; resource guides, teacher evaluation

The curriculum guide provides teaching units and activities to integrate career education concepts into the curriculum for primary and intermediate educable mentally handicapped children. Focused on are 16 concepts of career development such as the interrelationship of education and work and individual responsibility for career planning. In addition, 12 persisting life situations such as learning to communicate ideas and learning to earn a living are cross referenced with the 16 career development concepts. Career concepts and life situations are coordinated in chart form with behavioral objectives, topic learning activities (organized by subject areas such as social studies or art), resources (such as records, books, or filmstrips), learning outcomes, and suggested evaluation procedures. Examples of learning activities at the primary level for the concept of understanding and accepting self are maintaining a daily health chart (health) and setting up a grocery store in class (social studies). Evaluation procedures given for the self understanding concept include labeling basic parts of the skeleton and exhibiting understanding of the function of major body organs. (For a related curriculum guide at the secondary level see EC 052 549). (DB)

ABSTRACT 2549

EC 05 2549 ED 082 392
Publ. Date 73 294p.
Picago, Stanley T. and Others
Career Development-Special Education. Volume II: Secondary Edition 7-12.
Eau Claire Joint School District 5, Wisconsin
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-72-0291

Descriptors: exceptional child education; educable mentally handicapped; secondary school students; curriculum guides; career education; mentally handicapped; concept formation; class activities; resource guides; interpersonal competence

The curriculum guide provides teaching units and activities to integrate career education concepts into the curriculum for educable mentally handicapped children in grades 7 through 12. Focused on are 16 concepts of career development such as the interrelationship between occupations and life style and between education and work. In addition, 12 persisting life situations such as learning to travel and move about and learning to manage one's money are cross referenced with the career development concepts. Career concepts and life situations are coordinated in chart form with behavioral objectives, topic learning activities (organized by subject areas such as social studies or art), resources (such as records, books, or filmstrips), learning outcomes, and suggested evaluation procedures. Examples of learning activities at the junior high level for the concept of the interrelationship of education and work are listing skills which require training (social studies) and learning to use the telephone properly (language arts). The senior high curriculum is organized by subject areas (such as prevocational information, job adjustment, or language arts) and grade level. Appended is supplementary information for students such as self rating forms and a list of ways to develop an attractive personality. (For a related curriculum guide at the elementary level see EC 052 548). (DB)

ABSTRACT 297

EC 06 0297 ED 083754
Publ. Date 73 26p.
Career Education Programs for Educable Mentally Retarded. Info-Pak 2, Selected Readings.
Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; career education; work study programs; employment qualifications; mentally handicapped; adolescents; young adults; vocational education; driver education; employer attitudes; role playing; social adjustment; employment opportunities

The information packet contains six abridged readings on career education programs for educable mentally retarded (EMR) adolescents and young adults. A driver training program is discussed which serves special needs of EMR students and is based on the premise that travel independence provides more vocational opportunity. A guidebook presents facts about EMR persons for employers, personnel directors, and vocational rehabilitation people. Recommended for teachers is use of the sociodrama in high school training programs to enable EMR students to acquire social concepts and skills for later job adjustment. Described for teachers of EMR students are special needs of students, available opportunities in the health service industry, and teaching methods that may resolve training problems. It is recommended that high school work study programs provide a center for each type of training and combine academic knowledge with skill training. Cooperation between vocational and special education teachers is sought for a new job cluster program for handicapped persons. (MC)

ABSTRACT 540

EC 06 0540 ED N.A.
Publ. Date Winter 73 5p.
Matthews, Peter R.
The Matthews Student Evaluation Form.
EDRS not available
Pointer; V18 N2 P116-120 Winter 1973

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; secondary school students; work study programs; rating scales; performance criteria; Matthews Student Evaluation Form

Described and presented in full is the Matthews Student Evaluation Form for rating job competence of educable mentally handicapped high school students in work-study programs. The measure is seen to be appropriate for most jobs and to consist of 42 defined and weighted variables ranging from attendance (seen to be most important by employers polled) to speed as compared to others (seen to be least important). It is suggested that a student be rated once every 10 weeks and that experience with the scale be used to aid in the appropriate placement of students. (DB)

ABSTRACT 751

EC 06 0751 ED N.A.
Publ. Date Oct. 73 9p.
Becker, Ralph L.
Vocational Choice : An Inventory Approach.
Education and Training of the Mentally Retarded; V8 N3 P28.36 Oct 1973

Descriptors: exceptional child research; educable mentally retarded; vocational interests; aptitude tests; mentally handicapped; test construction; test interpretation; test reliability; test validity; Reading Free Vocational Interest Inventory

Described is development and standardization of the Reading-Free Vocational Interest Inventory with a representative sample of 6,400 educable mentally retarded males and females in public secondary day schools and state residential institutions from all geographical urban, and rural regions of the U.S. Item analysis is said to have revealed 11 male interest clusters such as the automotive trades, building trades, and horticulture; and 8 female interest clusters such as laundry service, patient care, and housekeeping. Discussed is administration, in which subjects selected one item on a 'like best' basis; inventory reliability, said to be highly satisfactory; and validity coefficients, obtained with concurrent testing. Four job trainee profiles are given to show present job status and expressed interest. It is maintained that predictive validity is yet to be established and that further research is needed with populations other than the mentally retarded. (Author/MC)

ABSTRACT 1198

EC 06 1198 ED N.A.
Publ. Date Jan 74 243p.
A Guide for Teachers of the Educable Mentally Handicapped.
New Mexico State Dept. of Education, Sante Fe. Div. of Special Education.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; prevocational education; vocational education; mentally handicapped; adolescents; work study programs; academic achievement; interpersonal competence; instructional materials; New Mexico

Presented is a curriculum guide for a prevocational, vocational, and work study program to be used with educable mentally retarded (EMR) students, 12 to 21 years of age. Delineated are the following aspects of New Mexico's program for EMR students: definition, rationale, educational interventions, administration, psychoeducational diagnosis for placement, individual programing, and teacher qualifications. Provided for students 12 to 16 years of age in the prevocational level are objectives, activities, and instructional materials in the following skill areas: communication (such as reading), mathematics and science to achieve academic skills: interpersonal relationships, citizenship, safety/health/hygiene, and leisure time skills (such as music and physical education) to achieve social skills; and vocational training, job tasks, and home arts to achieve vocational skills. The vocational component for students 15 to 21 years of age is presented in the same format though science and leisure time skills are omitted. The work study program is described in terms of objectives (such as participation in a productive way of life), eligibility, school responsibiliti community canvassing, and task analyses of work stations such as the library aide. Illustrations show skill components for occupational areas of homemaking, housekeeping, food services building trades, auto skills, and garden/nursery work Included are attachments such as child labor provisions. Given in the appendix are items such as a bilingual/bicultural model and a bibliography of approximately 300 instructional materials and sources. (MC)

ABSTRACT 1843

EC 06 1843 ED090 738
Publ. Date 73 131p.
Mobile Unit to Provide Vocational Evaluation for Handicapped Children. Final Report.
Baltimore County Board of Education, Towson, Md.
Social and Rehabilitation Service (DHEW), Washington, D. C. Div. of Research and Demonstration Grants.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; program evaluation; mobile classrooms; mentally handicapped; senior high school students; vocational education; vocational aptitude; vocational interests; aptitude tests; curriculum; Vocational Evaluation; Baltimore

Presented is the final report of a 3-year project (1970 to 1973) to provide vocational evaluation in a mobile unit for the 330 intellectually limited students in grade 10 special classes in the Baltimore County Schools. Main project aims are given to be evaluation of at home schools and subseqennt development of recommendations for using school and community resources to help students attain economic independence. The literature on vocational improvement is reviewed, and investigations of mobile units are summarized. Described are the county, school system, special curriculum students, and community services. Service delivery by the mobile unit is seen to have included aspects such as unit design and preparation for arrival at schools. Explained is the evaluation system which involved sequential exploration of the student's history, level of functioning, and career potential through psychometric tests and work samples on five Tower system tasks (clerical work, electronics assembly, mail clerking, sewing, and workshop assembly). Among findings reported are significantly consistent, uniform, and standardized assessment in the mobile unit; improvement in student self concept due to individual appraisal of potential combined with recommendations; parents' approval of the evaluation; and extension of the evaluation to include all types of students. (Given in appendixes that consist of almost half the document are descriptions of program components, a profile of student characteristics, and representative evaluation forms.) (MC)

ABSTRACT 2126

EC 06 2126 ED 091 902
Publ. Date 71 153p.
Curriculum Guidelines for Exceptional Children: EMR 1970-71 Revision.
Escambia County Schools, Pensacola, Fla. Special Education
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; guidelines; English prevocational education; vocational education; mentally handicapped; secondary school students; behavioral objectives; curriculum; language arts; mathematics; family life education; health education; social studies; science; physical education; resource guides; Florida

Provided are curriculum guidelines for teaching educable mentally retarded middle school (prevocational level) and high school (vocational level) students in Escambia County, Florida. Included are a definition of mental retardation, characteristics of mentally handicapped (MH) children, a mental age reference chart, and suggestions for lessons preparing. Explained is program emphasis on attainment of physical, personal and social, and vocational skills. The following are among aspects covered at the prevocational level: goals such as development of fine and gross motor skills; and instructional objectives and curriculum components in areas of mathematics, language arts, home and family living, reading, health and safety, social studies, science, and physical education. Also included for the prevocational level are a sample 4-week unit on food; lists of resources (books and demonstration materials); a suggested daily schedule; a community job survey; a guide to phonics instruction; and lists of equipment,

books, and sources of free materials in areas such as banking. Offered for the vocational level are a review of the program, program goals such as acquisition of home management skills; criteria for graduation; a description of the work study program; suggested job tasks such as assembling nuts and bolts; suggested job training locations such as animal hospitals; and instructional objectives and curriculum components in areas of home and family living, mathematics, science, English, and social studies. Listed are references and curriculum guides to be used with MH students. (MC)

ABSTRACT 2137

EC 06 2137 ED 051913
Publ. Date Apr 74 134p.
Identifying a Nonverbal Aptitude Measure for Use in Counseling Secondary Level Mentally Retarded Pupils.
Vermont State Dept. of Education, Montpelier. Div. Of Vocational Technical Education.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; vocational aptitude; correlation; mentally handicapped; adolescents; aptitude tests; testing; Nonreading Aptitide Test Battery; General Aptitude Test Battery

One hundred forty students (mean age 17.5 years, mean full scale IQ 69.18, and mean reading grade level 3.61), in the Diversified Occupations Programs (Vermont) were investigated to determine whether the Nonreading Aptitude Test Battery (NATB) is a valid instrument for identifying occupational aptitudes of educable mentally retarded and low average students. Findings for six hypotheses indicated that a positive relationship existed between the number of occupational aptitude patterns (OAPs) obtained on the General Aptitude Test Battery (GATB) and the NATB; that the mean number of OAPs identified by the NATB was significantly higher than the mean number of OAPs identified by the GATB; that all aptitude scores (on both tests) except on clerical perception were significantly related to full scale IQ; that there was no difference in relationship between verbal IQ and cognitive aptitude scores by students on both tests; that there was a positive relationship between performance IQ and all aptitude measures of the GATB and NATB with the exception of the clerical perception and motor coordination measures; and that there was a significant relationship on both tests between reading score measures and aptitude scores for intelligence, verbal ability, numerical ability, and motor coordination. The findings implied that counselors and placement officials for retarded and borderline students should seriously consider selecting the NATB over the GATB. (Included in appendixes are items such as descriptions of the tests, definitions of aptitudes measured by the tests, and statistical data.) (MC)

ABSTRACT 2428

EC 06 2428 ED N.A.
Publ. Date 74 286p.
Urban, Stanley J., Ed.; Tsuji, Thomas, Ed.
The Special Needs Student in Vocational Education: Selected Readings.
MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 ($13.00 Cloth, $7.50 Paper).

Descriptors: exceptional child education; disadvantaged youth; mentally handicapped; educable mentally handicapped; emotionally disturbed; visually handicapped; secondary school students; vocational education; career education; legislation; delivery systems

Thirty-one articles about vocational education for disadvantaged, mentally handicapped, emotionally disturbed, and visually handicapped students are included in the book of reading for graduate students, vocational educators, and teacher educators. Articles treat varied aspects of four major topics about special needs students in vocational education: current issues and trends, such as placement; role of law in providing vocational education; nature of vocational programs; and career education. Instructional Materials Centers and community resources for the handicapped are listed. (MYS)

ABSTRACT 2457

EC 06 2457 ED 094 513
Publ. Date Apr 74 41p.
A Look at Vocational Programming for the Secondary Educable Mentally Retarded.
Georgia State Dept. of Education, Atlanta. Div. of Early Childhood and Special Education;
Georgia State Dept. of Education, Atlanta. Special Education Program
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guide; prevocational education; vocational education; mentally handicapped; secondary school students; scheduling; social development; work study programs; Georgia

Presented is a curriculum guide for educable mentally retarded secondary school students in Georgia which features functional academics, physical development, social skills, and prevocational and vocational skills. Included are a work-study schedule for five levels (freshman through graduate), an explanation of school and work station sites, criteria for task performance, a list of work-in positions (such as building maintenance worker and teacher aide), and hints for establishing work-out positions. Specified are guidelines for the vocational program such as student need to understand that job placement is a privilege to be earned, and for teacher monitoring of students and job stations. Offered are grade-level scheduling plans including math, reading, social studies, and occupational exploration for grade 8, and work-out site experience coupled with seminars for seniors; alternate scheduling plans for students and off-period schedules for teachers (for purposes such as planning and home visitation). Listed are regular courses for mainstreaming. Discussed are aspects of salaries such as pay, provisions, trainee criteria, and child labor provisions. Also discussed are parent involvement, public relations, curriculum materials, and learning centers. Included are a termination agreement, budget contract, a list of state laws regulating employment of children, teacher made award sheets, and evaluation forms. (MC)

ABSTRACT 2693

EC 06 2693 ED N.A.
Publ. Date Fal 74 5p.
Hardy, John E.; Fucci Nora Ann
An Injection Molding Shop.
Pointer; V19 N1 P24-8 Fal 1974

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; childhood adolescents; prevocational education; program descriptions; program design; work attitudes; work study programs; Bloomfield, New Jersey

A prevocational training program for educable mentally retarded students (5-to 20-years old) at the George Morris School in Bloomfield, New Jersey was described. It was explained that younger children spent one period per week, and older students spent 90 minutes per day in a simulated factory situation, manufacturing golf tees on an assembly line. The steps of the injection molding procedure, necessary equipment and raw materials, the production process, student tasks specific to production stages, and the operation of machinery were discussed. A list of cost and sources of equipment was provided, and the program's emphasis on good work habits, such as punching in and out on a time clock, and consultation with a personnel manager regarding hiring and firing was noted. (BA)

ABSTRACT 2914

EC 06 2914 ED 096 777
Publ. Date Sep 74 33p.
Brolin, Donn E.
Working Paper No. 1: Programming Retarded in Career Education.
Missouri Univ., Columbia.
Office of Education (DHEW), Washington, D. C.
OEG-0-74-2789
EDRS mf, hc

Descriptors: exceptional child education; educable mentally handicapped; secondary school students; career education; curriculum design; mentally handicapped; models; program descriptions; literature reviews; daily living skills; interpersonal competence; vocational counseling; vocational education

The paper describes a career education program for educable mentally retarded (EMR) high school students which was developed by Project PRICE (Programing Retarded in Career Education). Recent research relevant to the career education movement is reviewed. Career education is defined, as preparation for all aspects of successful community living; its key concepts outlined; and the values of initiating such a program discussed. Three areas of change necessary

to implement career education in the total school system (such as a shift from content-based to process-based curriculum) are suggested. Presented is a model program designed to develop 22 competencies in three primary curriculum areas of daily living skills (such as managing family finances), personal-social skills (such as obtaining a positive self-confidence, self-concept), and occupational guidance and preparation (such as occupational awareness and exploration). Academic instruction is considered as auxiliary to skill development. Personnel who should share responsibility with the special education teacher are identified and ideas for implementing the model are discussed. The changing roles of special educators, regular school personnel, community personnel, and family in a career education curriculum are explicated and post-secondary services are recommended. An epilogue describes topics to be focused on in future Project PRICE working papers, such as career education materials for EMR students. (LC)

ABSTRACT 2938

EC 06 2938 ED N.A.
Publ. Date 74 201p.
DeBusk, Christopher W., Comp.; Luchsinger, Vincent P., Comp.
Vocational Training and Job Placement of the Mentally Retarded: An Annotated Bibliography.
Texas Tech Univ., Lubbock. the Research and Training Center in Mental Retardation.
Texas Tech Univ., Lubbock. NOTE Formerly Texas Technological Coll. (1969)
Social and Rehabilitation Service (DHEW), Washington, D. C. Div. of Research and Training Centers.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; annotated bibliographies; vocational education; job placement; abstracts

The annotated bibliography of research on vocational training and job placement of the mentally retarded contains abstracts of 970 books and articles published between 1959 and 1972. Book listings are arranged alphabetically by author and include title, publisher and publication date. Articles are also listed alphabetically by author and include title and name of the periodical in which the title originally appeared. Included is an alphabetical index to help the reader locate subjects such as attitudes of parents and employers toward the mentally retarded, behavior modification, economic factors and Federal programs rehabilitation, job placement, predicting community and vocational adjustment. (LH)

ABSTRACT 2942

EC 06 2942 ED 096 783
Publ. Date 74 118p.
Longfellow, Robert L.
Project NOW.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; disadvantaged youth; vocational education; business education; mentally handicapped; senior high schools; student evaluation; records (forms); equipment

Collected from 144 questionnaires are 22 descriptions of instructional programs in clerical skills for educable mentally handicapped, disadvantaged, or otherwise handicapped high school students. Usually provided are the contact person's name, the name of the program, the address of the program, the handicap/disadvantage, age of students, length of program, average number of students, a detailed listing of equipment used (with make and models), and a summary of the curriculum. Also included are an occupational readiness proficiency check list, and evaluation forms for prevocational and vocational skills. (DB)

ABSTRACT 68

EC 07 0068 ED N.A.
Publ. Date 74 21p.
Halpern, A. and Others
Measuring Social and Prevocational Awareness in Mildly Retarded Adolescents. Working Paper No. 73.
Oregon University, Eugene, Rehabilitation and Training Center in Mental Retardation, College of Education, Special Education Department, 3rd Floor Clinical Services Building, Eugene, Oregon 97403 (Free).

Descriptors; exceptional child research; mentally handicapped; educable mentally handicapped; students; secondary education; testing; prevocational education; social development;

A battery of nine tests measuring social and prevocational awareness has been developed and refined with approximately 1100 educable mentally handicapped junior and senior high school students (12 to 22 years old). Preliminary results indicate that the tests, each consisting of 30 to 35 items, have an average internal consistency reliability of .80. A factor analysis of the results has yielded two important factors, the first apparently measuring common sense knowledge and the second more closely associated with formal learning. The battery potentially is usable for pupil screening, monitoring pupil progress, and program evaluation. (Author)

ABSTRACT 236

EC 07 0236 ED 097 786
Publ. Date 74p.
Frye, Jerrold
Pre-Vocational Occupation Education Project: End of Budget Period Report and Final Project Report; ESEA Title III.
Modesto City Schools, Calif.
California State Dept. of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; secondary schools; students; prevocational education; demonstration projects; program descriptions; program budgeting; California;

The end of budget period and final project report describes a California project intended to promote the adoption or adaption of a prevocational education program for secondary level educable mentally handicaped (EMH) students. Data are presented on staff development, the nature and results of the project's dissemination and demonstration activities, cooperation from institutions of higher education, and project products (including curriculum guides, brochures and information sheets, and slides and tapes). A narrative report examines such issues as the history and need for such a program in the California school system, program scope, instructional equipment and materials, parent-community involvement, the budget, dissemination activities, and program evaluation. It is reported that a total of 16 different schools or districts have adopted the concept of prevocational education for EMH students and that an additional 15 schools or districts plan to operate an adaptation of the model program during 1973-74. (GW)

ABSTRACT 761

EC 07 0761 ED N.A.
Publ. Date Win 74 5p.
Shanyfelt, Paul A.
Occupational Preparation of Secondary Educable Students.
Pointer; V19 N2 P106-10 Win 1974

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; young adults; vocational education; vocational schools; program descriptions; employment; followup studies; job skills;

Presented are a description of a 5 year occupational preparation program for 305 educable mentally retarded students 15-to 21-years-old, and the results of a followup study of 144 program graduates. Stated among the goals are enhancement of self realization and civic responsibility, and development of basic academic, social and re-occupational skills in such specific job areas as home economics, industrial acts and business education. The follow up study is reported to show the graduate employment rate from 1970-1973 to be 82% for boys and 67% for girls, with a high mobility rate noted.

ABSTRACT 589

EC 07 0589 ED 100 094
Publ. Date 74 81p.
Yamagata, Barbara and Others
Curriculum Guide for the Work-Study Program, 1974.
Fairfax County Schools, Va. Dept. of Instructional Services. 10700 Page Ave., Fairfax, Va.
EDRS mf,hc

Descriptors: educable mentally handicapped; vocational education; work study programs; curriculum guides; exceptional child education; mentally handicapped; secondary education; prevocational education; program descriptions; behavioral objectives; employment qualifications; Fairfax County (Virginia);

Presented is the 1974 work-study program curriculum guide from Fairfax County, Virginia for milly retarded secondary school students. It is explained

that it is the vocational program's four-fold goal to develop curriculum materials, train personnel, develop instructional techniques, and provide logistics support to future the employment potential of students. Provided in the program description are charts which correlate the goals to the following objectives: improving communication skills and developing personal/social and specific occupational skills. Responsibilities of intermediate and high school staff members are listed. Noted are job placement and termination procedures including screening eligible students and evaluating student work experience. Sample lists of needed vocational, academic, social, and personal skills are delineated for the following core areas: consumer and home management (child care), public service (food service), business (clerical and stock clerk), and construction helper. Guidelines and diagrams are given for classroom and occupational laboratory organization. Program forms and program evaluation components are listed. An appendix contains forms for an opinion survey, lesson plans, student progress reports and work-study program agreements and followup procedures. (LH)

ABSTRACT 808

EC 07 0808 ED N.A.
Publ. Date Fal 74 1p.
Gajewski, Frank J.
Using Video Tape as a Learning Tool in Special Education Prevocational Programs.
Journal of Special Educators of the Mentally Retarded; V11 N1 P53 Fal74

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; emotionally disturbed; socially maladjusted; video tape recordings; prevocational education; interviews; peer groups;

Video tapes of hypothetical job interviews evaluated by fellow students were effective teaching tools for educable mentally retarded and socially maladjusted high school students in vocational programs. (CL)

ABSTRACT 1876

EC 07 1876 ED 104 067
Publ. Date Dec 74 63p.
Brown, Greg and Others
Career Education Materials for Educable Retarded Students; Project PRICE Working Paper No. 2.
Missouri Univ., Columbia. Coll. of Education.
Office of Education (DHEW), Washington, D. C.
OEG-0-74-2789

Descriptors: educable mentally handicapped; career education; instructional materials; bibliographies; exceptional child education; mentally handicapped; elementary education; secondary education; daily living skills; interpersonal competence; vocational aptitude;

The annotated bibliography of over 150 commercially available career education materials for educable retarded (EMR) students is the second in a series of working papers from Project PRICE (Programming Retarded in Career Education). Entries are grouped under 22 competencies considered essential for community adjustment, which fall under three primary curriculum areas: daily living skills (such as managing family finances), personal-social skills (such as communicating appropriately with others) and occupational guidance and preparation (such as exhibiting necessary work habits). For each competency, the materials have been divided into three age levels: elementary, junior high, and senior high. Provided for each entry is a brief descriptive (not evaluative) annotation (including suggested uses, populations, and estimated reading level) the cost (if available), and the publisher's name. A complete list of publishers and their addresses is included in the last section. Also listed are career education publications (grouped under general EMR, and handicapped), relevant journals, and two sources of more information. An epilogue describes future Project PRICE activities and papers. (LS)

ABSTRACT 1938

EC 07 1938 ED 104 079
Publ. Date Nov 71 23p.
O'Connor, G. and Others
'Highlights', A Report of Secondary Pupils on Work-Study Programs in Oregon. Working Paper No. 56.
Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.
EDRS mf;hc

Descriptors: educable mentally handicapped; work study programs; student evaluation; teacher evaluation; work attitudes; exceptional child education; mentally handicapped; secondary education; teaching methods; regular class placement; job placement; school districts; Oregon;

Summarized is a pilot study of 15 Oregon school district's work study programs for educable retarded young adults. Discussed are the study's two main objectives: the development of instruments to identify the characteristics and compile profiles of work study students, and the selection of variables and instruments to measure classroom procedures. Described are research efforts resulting in 13 evaluation instruments in three categories; input, daily process and periodic process. Depicted are student profiles, including IQ score and length of time in special education. Methods of assessing daily classroom activities are said to include teacher reports of content, methods and materials. Also reported are evaluations of student-teacher interactions, regular class participation, availability and utilization of special consultants and work experience attitudes and performance. Future directions for the project are also considered. (CL)

ABSTRACT 1940

EC 07 1940 ED 104 080
Publ. Date Jul 72 19p.
Halpern, Andrew S.
The Impact of Work/Study Programs on Employment of the Mentally Retarded: Some Findings From Two Sources. Working Paper No. 61.
Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.
EDRS mf;hc

Descriptors: educable mentally handicapped; work study programs; employment potential; prevocational education; exceptional child research; mentally handicapped; secondary education; employment level;

In an investigation of the impact of prevocational training on employment status, two groups (N 49 and 59) of educable retarded former pupils in Oregon work experience programs were interviewed. Results indicated that the Ss' unemployment rates (20% and 46%) were comparable to an adjusted rate for 16-21-year-old members of the general population. The finding that graduates of work experience programs were more successful in finding employment was corroborated by a post-hoc evaluation of national workstudy projects in which 'fully served' clients. Data confirmed that high school work experience programs enhanced employment potential for mentally retarded young adults. (CL)

ABSTRACT 1941

EC 07 1941 ED 104 081
Publ. Date Aug 72 100p.
Halpern, A. and Others
Longitudinal Evaluation of Work/Study Programs for the Educable Mentally Retarded in Oregon: Progress Report. Working Paper No. 62.
Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.
EDRS mf;hc

Descriptors: educable mentally handicapped; work study programs; evaluation methods; job placement; student characteristics; state surveys; exceptional child research; mentally handicapped; secondary education; age differences; longitudinal studies; graduate surveys; Oregon;

Discussed is phase 3 of a longitudinal research study evaluating Oregon's work-study programs for educable retarded secondary school students along the following dimensions: student characteristics, curriculum content and school experiences, work placement, instructional objectives of 26 work coordinators and evaluative instruments of short-term objectives. Measures of input (including student background), process (including work placement), and outcome (including student performance) are described. Reviewed are the development, pilot testing, and item analysis of student performance measures. The representative nature of sample programs and students in such factors as geographical distribution, family income level, and IQ are related. Reported are differences in schools' per pupil expenditure and in frustration tolerance and self confidence. Analyses of student daily activity inventories, with breakdowns in such indexes

as most general category of activity (receiving instruction from work coordinator) and time distribution of instructional categories in regular class attendance (reading instruction representing 15.6% of the regular class day are reviewed). Included in a summary of student work placement are demonstrated relationships between pupil age, IQ and teacher perceived pupil attitudes and the likelihood of work placement. (CL)

ABSTRACT 2075

EC 07 2075 ED N. A.
Publ. Date 75 4p.
Fleres, Carol N.
An Experiment in the Pre-Occupational Education of Mentally Retarded Students on the Junior High School Level.
Education and Training of the Mentally Retarded; V10 N1 P26-9 Feb 1975

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; junior high schools; program descriptions; prevocational education; reinforcement;

Described are two specific areas (nurse's aide and gas station attendant) of a prevocational course for mentally handicapped junior high school students which simulated realistic occupational experiences and used students school dollars which were redeemable in the class store. Objectives for each area are detailed, such as identifying equipment used in a hospital unit for the nurse's aide and changing spark plugs on American-made automobiles for the attendant. Also noted are supplementary instructional activities and the effectiveness of two student aides. Results such as the following were reported: absenteeism dropped by approximately one-third during the program and individual student behaviors improved in direct relation to the number of school dollars earned. (GW)

ABSTRACT 2076

EC 07 2076 ED N.A.
Publ. Date 75 6p.
Weisenstein, Greg R.
Using a Pictorial Job Training Manual in an Occupational Training Program for High School EMR Students.
Educational and Training of the Mentally Retarded; V10 N1 P30-5 Feb 1975

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; secondary education; program descriptions; prevocational education; females; Maids;

A 6-week program was designed to teach eight educable mentally handicapped (EMR) high school girls the skills of maids in motels and hotels. Two preliminary surveys were conducted to measure the employment potential for EMH girls without experience or training, to assess employers' criteria for personnel selection, and to determine SS home-making behavior. Job analysis led to a curriculum guide which coordinated the following program components: 6 weeks of in-class training, 4 weeks of on-the-job training, a slide presentation of job skills, and the development of a pictorial job training manual. Rates computed for three experienced motel maids served as an evaluation tool. All participants experienced a 50 to 75% reduction in time on many job phases, and six of eight SS were able to approximate or better the original target time. A 1-year followup study indicated that two SS are working in a local sheltered workshop (the SS who did not achieve target times), that two are attending vocational schools, that two remain in the special education program, that one is working at another job at a higher salary, and that one is employed as a hotel maid. (GW)

ABSTRACT 2592

EC 07 2592 ED N. A.
Publ. Date Spr 75 2p.
Morrison, Lorraine
Job-Skill Checklist.
Pointer; V19 N3 P200-1 Spr 1975

Descriptors: educable mentally handicapped; prevocational education; job skills; exceptional child education; mentally handicapped; employment potential;

Presented is a checklist of 39 skills specific to 19 job areas in which educable retarded students usually find employment. It is explained that learning tasks can be developed to teach the competencies. The chart emphasizes the importance of nine skills (including reading and following directions) for all job areas. (CL)

ABSTRACT 2936

EC 07 2936 ED N. A.
Publ. Date Spr 75 9p.
Clark, Hewitt; And Others
A Classroom Program Teaching Disadvantaged Youths to Write Biographic Information
Journal of Applied Behavior Analysis ; V8 N1 P67-75

Descriptors: educable mentally handicapped; delinquency; daily living skills; prevocational education; individualized instruction; exceptional child research; mentally handicapped; emotionally disturbed; adolescents; positive reinforcement; Token Economy; Biographic Information;

Individualized instruction and token reinforcement were used to teach six institutionalized delinquent or mildly retarded adolescents attending a special community living, provocational class to complete job application forms with the date, their name, signature, address, telephone number, date of birth, and a reference's name, address, and occupation. Each youth was trained on one item of biographic information at a time, after which he was tested on four application forms, including one on which he had not been trained. The tests showed that after an item had been taught, it was correctly used in completing application forms on which the youths had been trained and forms on which they had never been trained, demonstrating the feasibility of teaching community-living, vocation-related skills to special education youths in a classroom setting. (Author/LH)

ABSTRACT 3068

EC 07 3068 ED 108413
Publ. Date 74 64p.
Pre-Vocational Training for the Handicapped: ESEA Title III Project Evaluation, July 1, 1973-June 30, 1974.
Natchez Municipal Separate School District, Miss.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf;hc

Descriptors: educable mentally handicapped; prevocational education; program evaluation; exceptional child research; mentally handicapped; junior high schools; Elementary and Secondary Education Act Title III;

Evaluated is a Title III 1972-74 public school prevocational program for educable mentally handicapped junior high school students. Project goals are explained to include increasing students' self confidence and awareness of their vocational potential, and providing learning experiences in the following areas: reading, math, crafts, language arts, home economics, shop, physical education, and civics. Outlined for the two junior high schools involved are specific goals in each of the major instructional areas (such as teaching the use of money in math). The majority of the document consists of student evaluation data obtained from the Wechsler Intelligence Scale, the California Achievement Test (CAT), the Gray Oral Reading Test (GORT), the Adult Basic Learning Examination, and the Osgood Semantic Differential (which measured student attitudes). Among findings reported are a mean increase of 1.1 year's progress as measured by the CAT and of 1 year's progress as measured by the GORT. Female attitudes are said to have improved, but male attitudes declined. (LS)

ABSTRACT 3209

EC 07 3209 ED 109838
Publ. Date Mar 75 22p.
Gysbers, Norman E.; West, Lynda L.
Career Education: Its Implications for the Educable Retarded.
Missouri University, Columbia. Dept. of Counseling And Personnel Services.
Missouri University, Columbia. College of Education.
Office of Education (DHEW), Washington, D. C.
EDRS mf;hc
OEG-0-74-2789
Project PRICE Working Paper No. 3.

Descriptors: educable mentally handicapped; career education; interpersonal competence; daily living skills; exceptional child education; mentally handicapped; curriculum guides; program descriptions; social adjustment; prevocational education; Project PRICE;

Described is Project PRICE (Programing Retarded in Career Education), for educable retarded students from kindergarten through grade 12. Dealt with in three sections are a review of the literature and a discussion of such critical issues as the work ethic vs. the life ethic (concerning the major program emphasis) in career education. It is explained that Pro-

ject PRICE provides a curriculum with emphasis on three areas of competencies: daily living skills (such as managing family finances and caring for personal needs), personal social skills (including achieving self confidence and communicating adequately with others), and occupational guidance and preparation (such as knowing and exploring occupational possibilities and exhibiting appropriate work habits and behavior). (For related information, see EC 073210.) (CL)

ABSTRACT 3210

EC 07 3210 ED 109839
Publ. Date Mar 75 48p.
McIntosh, Sara; And Others
Daily Living, Personal-Social, and Occupational Skills Development for Educable Retarded Students.
Missouri University, Columbia. Dept. of Counseling And Personnel Services.
Missouri University, Columbia. College of Education.
Office of Education (DHEW), Washington, D. C.
EDRS mf;hc
OEG-0-74-2789
Project PRICE Working Paper No. 4.

Descriptors: educable mentally handicapped; behavioral objectives; career education; social adjustment; daily living skills; exceptional child education; mentally handicapped; curriculum guides; interpersonal competence; prevocational education; Project PRICE;

Presented as a part of Project PRICE (Programming Retarded in Career Education) for primary through secondary age educable retarded persons, are behavioral objectives for 22 competencies in the areas of daily living skills, personal social skills, and occupational guidance and preparation. It is explained that the competencies should comprise the basic objectives of educational programs for these students. A brief review of the literature precedes the listing of skills in each area. Examples of subcompetencies of a daily living skill (caring for personal needs) are abilities to dress appropriately, to demonstrate knowledge of physical fitness and nutrition, and to demonstrate knowledge of illness prevention and treatment methods. (For related information see EC 073209.) (CL)

ABSTRACT 3664

EC 07 3664 ED 112548
Publ. Date Jul 75 86p.
Brolin, Donn E., Ed.
Proceedings of Project PRICE Trainer's Workshop.
University of Missouri, College of Education.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Working Paper No. 5.

Descriptors: educable mentally handicapped; career education; leisure time; teaching methods; exceptional child education; mentally handicapped; elementary secondary education; values; recreation; job skills; daily living skills; interpersonal competence; Project PRICE;

Presented are nine papers delivered at the 1975 trainer's workshop of Project PRICE (Programming Retarded in Career Education). It is explained that Project PRICE is designed to develop an inservice model for training regular and special educators to provide effective career education to educable retarded students from kindergarten through grade 12. Discussed in Part I by N. Gysbers is the need to view career education from a life-centered rather than a work-centered approach. C. Kohaska details such career education considerations as mainstreaming, normalization, and the economic situation. A framework of the major values systems and methods for implementing values education are provided by E. Moore. Part II contains descriptions of methods for teaching the following career education competencies: daily living skills (by C. Earhart), personal social skills (by C. Magnuson), and occupational abilities (by J. Alexander). The development of the competency to utilize recreation and leisure time is addressed in Part III by G. Hitzhusen, L. Johnson, P. Verhoven, and J. Goldstein. (For related information, see EC 06 2914.) (CL)

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